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ABSTRACT

The paper reviews placement, treatment, supplementary services, and exit and follow-through procedures of a program for mainstreaming secondary students with mild to moderate behavior disorders. (CL)

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ABSTRACT

Presentation: Pilot Models for Mainstreaming Secondary Students Who Are Mild to Moderate Behaviorally Disordered.

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This presentation is designed to provide participants with an overview of the ESEA Title IV-C Project: Pilot Models for Mainstreaming Secondary Students Who are Mild to Moderate Behaviorally Disordered. A delivery system model for students meeting this criteria has been developed through the project. This system includes step-by-step, hands-on experiences including the initial teacher referral through exit and follow-through procedures. Components to be reviewed within the presentation include Student Placement, Student Treatment, Supplementary Services, and Exit and Follow-Through Procedures. Student Placement includes a review of screening and diagnostic procedures, Student Treatment a review of teaching strategies, techniques, and materials, and Supplementary Services a review of observation and assessment techniques, monitoring and parent involvement procedures.

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INTRODUCTION

PURPOSE

Project: RECOGNIZE, RESPOND, AND REINFORCE has developed a program model for delivery of services for secondary students who are mild to moderate behaviorally disordered.

PHILOSOPHY

The project is designed to support the concept of mainstreaming. Within the project four philosophical tenets are considered basic to this concept...

...One of the most important functions of the school is to provide the best possible educational opportunity for each student.

...The mainstreaming teacher is the most influential person in providing this educational opportunity.

...The mainstreaming teacher needs the support of supplementary services.

...Appropriate supplementary services must be available to provide the needed support to mainstreaming teachers.

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OVERVIEW

STATEMENT OF NEED

This project is the result of assessment of needs conducted by the LEA, Educational Service Unit #10, during 1973-74. Copies of the original Assessment of Need are available upon request as are other technical papers.

HISTORY

The project was operational as a developmental model for three years, June 1, 1974, through June 30, 1977. It became operational as a demonstration model through validation by a team of national evaluators May 13, 1977.

STUDENTS SERVED

Secondary students, especially those assigned to grades 7-9, who are identified as being mild to moderate behaviorally disordered, are priority ones to be served through project procedures. Behaviorally disordered is defined as the student who by his behavior, attitude, or personal adjustment, is not functioning in an effective or productive manner in the school setting. However this is manifested, it is apparent that the student is selecting inappropriate methods of coping with his problems, either in realizing the self-actualization process for himself or for others. Mild to moderate is applied to the student who should be able to function successfully within the regular classroom setting with educational planning to meet personal needs and interests.

DISSEMINATION OF PROJECT RESOURCES

Project developed or selected resources are available for dissemination through inservice utilizing the following:

1) The Administrator Manual
2) The Resource Teacher Manual
3) The Mainstreaming Teacher Manual
4) A Materials Center
5) An Observation-Assessment Bank
6) Supplementary Materials.

STAFF, FACILITIES, AND MATERIALS REQUIRED

It is the purpose of this project to further develop, through inservice of project designed and adapted resources, present staffs and to encourage more effective utilization of existing facilities; therefore, in most adoptions only limited addition of staff and facilities will be required. Motivation and high interest materials are emphasized in student programming, indicating a possible need for addition of materials of this type within some adopting districts.

COST OF ADOPTION

Adoption cost is contingent upon existing resources within local districts. Funds to cover part or all of adoption costs are available through ESEA Title IV-C Grants for which this project is eligible.

EVALUATION

Evaluation has been according to ESEA Title IV-C guidelines. Project evaluation has been done by Dr. Gary M. Hoeltke of Selection Research, Inc. Selection Research, Inc. of Lincoln, Nebraska, was the contract evaluation agency.

Student identification procedures are comprised of the following:

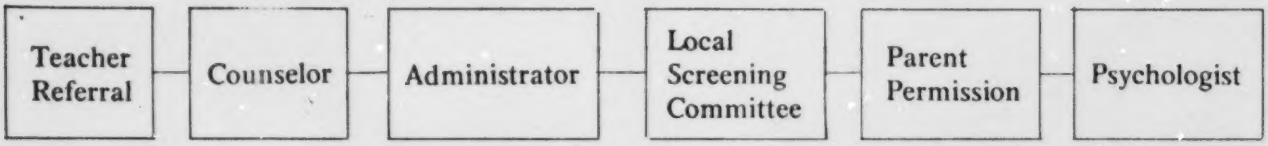
1) Student Screening Procedures.
2) Student Diagnostic Procedures.

STUDENT SCREENING PROCEDURES

The screening system is developed to meet the following criteria of one that:

1) Limits total screening time per student to one hour or less.
2) Provides quantitative results.
3) Can be used with personnel having limited experience and training in the area of behavioral disorders.
4) Capitalizes on the available knowledge and skills of involved personnel.
5) Provides for input from school staff and individual student.

The screening system is presented schematically in the following Figure.



FIGURE

SCREENING SYSTEM FOR MILD TO MODERATE
BEHAVIORAL DISORDERS IN SECONDARY STUDENTS

The screening procedures are begun with the mainstreaming (classroom) teacher completing the student referral form, Project Screening Instrument - PSI. The PSI provides for screening of six student behavior variables as follows:

Variable I: Socialization
Variable II: Anxiety
Variable III: Relation to Authority
Variable IV: Activity Level
Variable V: Negative Acting Out
Variable VI: Reaction to School.

In addition to the PSI, two additional scales are completed by the student at the time of referral. These are the Attitude Toward School Scale - ATTS, (Hoeltke, 1972), and the Self Concept As A Learner Scale - SCAL (Hoeltke, 1972).

Results from the PSI, ATTS, and SCAL are forwarded to the school counselor for review. If the counselor concurs with the referral, it is then forwarded to the school administrator. If the school administrator is in agreement, the referral goes to the local screening committee. It is recommended that the screening committee be comprised of a minimum of one each of the following:

1) A school counselor
2) An administrator
3) The referring mainstreaming teacher
4) A resource teacher.

It is most appropriate for additional teachers who know the student to be a part of the staffing. At the time of staffing a student profile utilizing the project developed form should be available to facilitate in reviewing the results of the PSI, ATTS, and SCAL. During this staffing, the decision is made to either continue the referral or to hold the referral. If the decision is to continue the referral, required parental permission forms are completed and the psychologist is scheduled for diagnosis.

STUDENT DIAGNOSTIC PROCEDURES

Evaluations are made by an endorsed school psychologist. The psychological battery used throughout project development is comprised of the following:

1) Wechsler Intelligence Scale for Children - WISC (Revised)
2) Bender-Gestalt Visual Motor
3) Incomplete Sentence Blank
4) House-Tree-Person - HTP
5) Draw a Person - DAP.

In addition to the above battery, the Wide Range Achievement Test (WRAT) or a similar measure of academic achievement should be administered to establish an initial screening evaluation of student achievement. Further, indepth analysis of student achievement follows, when appropriate, student placement. The WRAT is not a restricted evaluation instrument and is usually administered by someone other than an endorsed psychologist - frequently a resource teacher or diagnostician.

STUDENT TREATMENT PROCEDURES

The project treatment system is developed to meet the following criteria of one that:

1) Is concise and direct enough to be judged as workable by both resource and mainstreaming (regular classroom) teachers.
2) Makes provision for quantitative student outcome results.
3) Is highly personalized and based upon student variables - behavioral, attitudinal, and academic.
4) Utilizes the talents and competencies of all staff members.
5) Provides an overall plan from entry through exit and follow-through procedures.
6) Can be adopted by most school districts utilizing presently existing staff following inservice activities provided for within the project manuals and supplements.

The student programming procedures developed to meet this criteria are presented schematically in the following Figure.

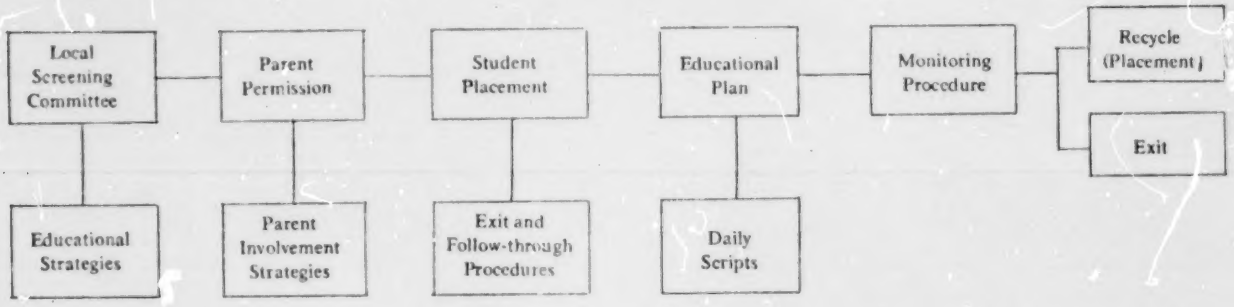


FIGURE
STUDENT TREATMENT PROCEDURE
FOR MILD TO MODERATE
BEHAVIORAL DISORDERS IN SECONDARY STUDENTS

The treatment procedures are begun following the local screening committee recommendation for project placement based upon the results of the screening and diagnostic procedures and reflected through the individual student profile. Parental permission for program placement is necessary. A project designed Parent Permission for Placement form is available as a model for adaption. At the time of securing permission for program placement, additional parent involvement strategies, including those dealing with student program planning, are continued. Recommendations for these procedures are given through Supplementary Services. The student is then scheduled within the educational programming (treatment) system with long-range Exit and Follow-through Procedures developed. The treatment system consists of 1) an Educational Plan Overview, and 2) Prescriptions (Daily Task Sheets).

Both the student placement procedures and the student treatment procedures meet the Nebraska State Guidelines and the Federal Guidelines for students with special needs.

EDUCATIONAL PLAN OVERVIEW

The Overall Educational Plan, based upon the individual student's profile, is written for a three-month period. The first step in the development of the plan is to determine the student's priority needs. After this decision has been made, preferably through the local screening committee, the desired outcomes are written into measurable product objectives according to 1) Behavioral, 2) Attitudinal, and 3) Academic needs. These objectives contain program recommended teaching strategies. The second step is to select teaching techniques and to relate these to appropriate objectives. The third step is to select materials and to relate these to appropriate techniques. Recommendations for strategies, techniques, and materials are provided.

PRESCRIPTIONS (DAILY TASK SHEETS)

In addition to the Overall Educational Plan, Prescriptions (Daily Task Sheets) are prepared for each student. The basic purpose of the scripts is to keep overall programming on target. The Daily Task Sheets contain activities that are consistent with the Overall Educational Plan and that facilitate Pupil-Teacher Planning Techniques.

SUPPLEMENTARY SERVICES

Supplementary services are made up of the following:

1) On-going Observation-Assessment Techniques
2) A Monitoring Model
3) Parent Involvement Procedures.

ON-GOING OBSERVATION-ASSESSMENT TECHNIQUES

The On-going Observation-Assessment techniques are developed to meet the following criteria of one that:

1) Is concise and direct enough to be judged workable by both resource and mainstreaming teachers.
2) Is highly personalized and based upon student variables - behavioral, attitudinal, and academic.
3) Utilizes the talents and competencies of all staff.
4) Extends the Daily Task Sheets into an observation-assessment instrument.
5) Makes provision for pupil in-put through pupil-teacher planning techniques.
6) Makes provision for parent involvement.
7) Is part of an over-all monitoring system.

UTILIZATION OF STUDENT TASK SHEETS IN OBSERVATION-ASSESSMENT: AN OVERVIEW

The Student Task Sheets are considered fundamental to On-going Observation-Assessment Techniques. In addition to providing a vehicle for structuring student programming, the Task Sheets allow for a continual pulse of progress or lack of progress - making provision for input and analysis from students, parents, and all staff members.

THE TASK SHEETS SERVE TO:

1) Keep students on-target.
2) Keep staff (resource teachers, mainstreaming teachers, and others) on-target.
3) Keep parents apprised and actively involved
4) Provide for the development of teaching techniques including:
   a. Self-Analysis (both student and staff)
   b. Pupil-Teacher Planning.

WEEKLY OBSERVATION-ASSESSMENT INVENTORY

A weekly Observation-Assessment Inventory is available to support the use of the Student Task Sheets in continuous Observation-Assessment programming. It is intended that the use of this inventory be optional; however, valuable data can be gained through its use when the need is indicated for this additional information. The inventory is an open-ended one that serves as a guide for personalized student observation. The format of the inventory makes provision for the inclusion of the factor being observed, the characteristics - as listed on the PSI - being assessed, and an additional breakdown of the behaviors as seen by the involved staff. Recordings indicated are:

I - Improvement Shown
NC - No Change
R - Regression Noted.

Provision is made on each inventory to record additional observed related behavior.

OBSERVATION-ASSESSMENT BANK

An Observation-Assessment Bank is organized with additional model instruments to conduct continued on-going evaluation.

MONITORING MODEL

The monitoring model agrees in content and scheduling with Overall Educational Plans that are written on a quarterly basis.

The monitoring system is developed to meet the following criteria of one that:

1) Restricts monitoring time per student to one hour or less.
2) Provides for quantitative results.
3) Can be used with personnel having limited experience and training in the area of behavioral disorders.
4) Capitalizes on the available skills of involved personnel.
5) Allows for input from students, parents, and school staff.

The monitoring system developed to meet this criteria is presented schematically in the following Figure.

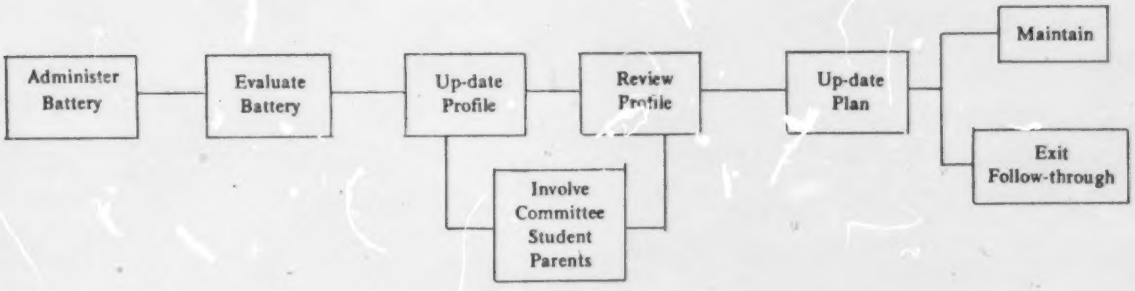


FIGURE
MONITORING SYSTEM FOR MILD TO MODERATE
BEHAVIORAL DISORDERS IN SECONDARY STUDENTS

The monitoring battery consists of the Project Screening Instrument (PSI) Monitoring Form, Attitude Toward School Scale, Self Concept as a Learner Scale, Wide Range Achievement Test, and others - as recommended. The information contained on the Student Screening-Monitoring Profile is updated at this time.

PARENT INVOLVEMENT PROCEDURES

The parent involvement procedures are developed to meet the following criteria of one that:

1) Is concise and direct enough to be judged as workable by all involved staff.
2) Makes it highly desirable to have parent involvement during the initial stages of referral.
3) Allows for input from parent.
4) Makes provision for specific recommendations based upon behaviors, attitudes, and academic achievement, and utilizing project developed strategies for each of these.
5) Provides a system for keeping parents involved throughout the student programming.
6) Develops exit plans and procedures at the time of entry and obtains parent approval of these at that time.

The following Figure shows schematically the recommended Parent Involvement Procedures.

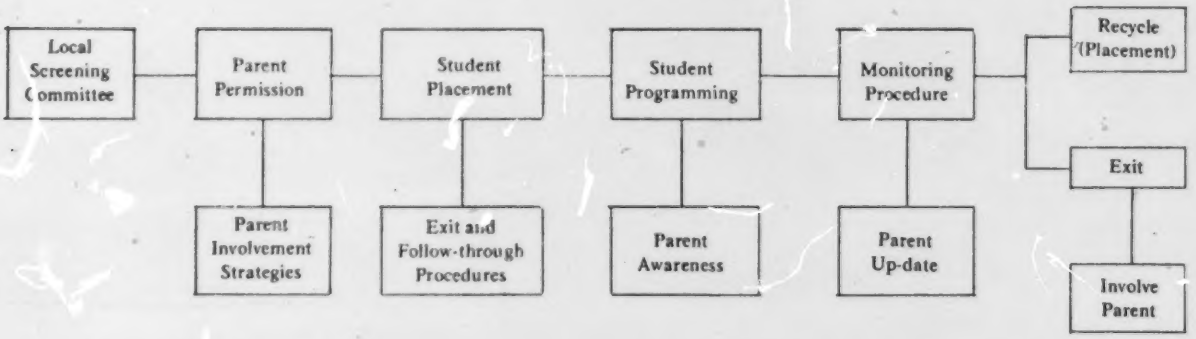


FIGURE
PARENT INVOLVEMENT PROCEDURES
FOR MILD TO MODERATE BEHAVIORAL DISORDERS
IN SECONDARY STUDENTS

Developed Parent Strategies are written from the point of view of the parent and are in agreement with recommended Teaching Strategies.

EXIT AND FOLLOW-THROUGH PROCEDURES

Exit and Follow-through Procedures are developed to meet the following criteria:

1) A system that involves the establishment of specific goals for students and provides for measurement of these goals. These are established at the time of student placement.
2) One that is highly personalized and based upon student variables - behavioral, attitudinal, and academic.
3) One that utilizes a systematic step-by-step procedure.
4) One that utilizes the talents and competencies of all staff.
5) One that makes provision for parent involvement.

Exit and Follow-through Procedures are developed for each student. These cover a period of two or more months and during this time the degree of direct intervention involvement in the educational program of the student becomes progressively less. While the direct involvement becomes less, the indirect involvement is either maintained or may actually increase. Specific Exit and Follow-through Procedures are given schematically in the following Figure.

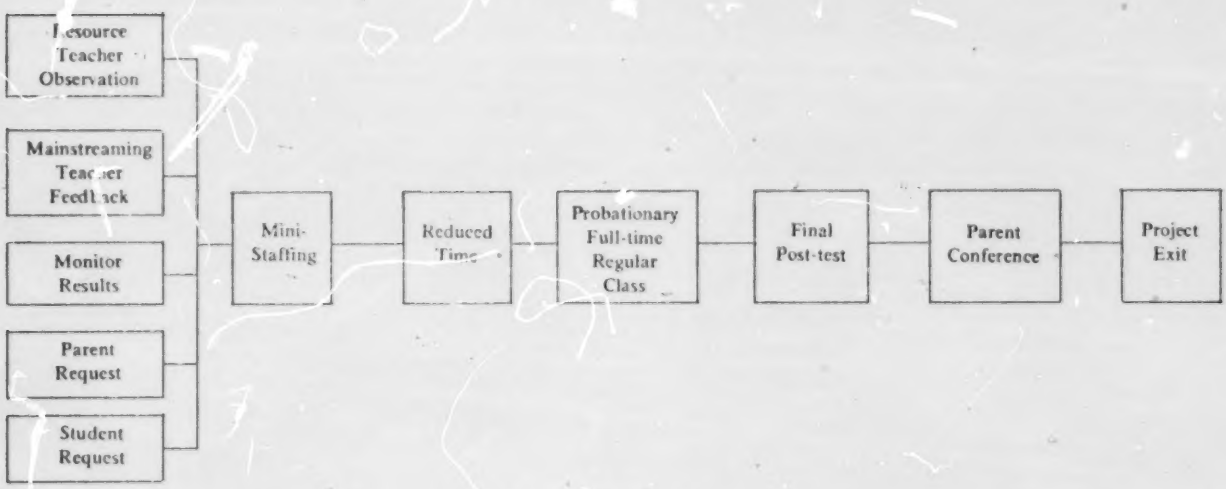


FIGURE
EXIT AND FOLLOW-THROUGH PROCEDURES
FOR MILD TO MODERATE BEHAVIOR DISORDERS
IN SECONDARY STUDENTS

EVALUATION: STUDENT OUTCOME

The Student Outcome evaluation procedures are designed to meet the following criteria of one that:

1) Reports student outcome results that are both reliable and valid.
2) Limits the time of collection of student outcome data to one-half hour or less.
3) Includes both the position of project students and their mainstreaming teachers.
4) Develops data that can be used for evaluating both the total program and individual students.
5) Provides information that can be used for answering the question of what happened as a result of the project and the question of what should be done next with the student.

STUDENT OUTCOME EVALUATION PROCEDURES

The Student Outcome evaluation model is a pre-post model that is schematically given as:

Pretest	Treatment Procedures	Posttest

The instruments used for evaluating students are the same as the instruments used for student placement and monitoring. Specifically these are:

1) The Project Screening Instrument (Mainstreaming Teacher Referral of Student)
2) The Attitude Toward School Scale
3) The Self Concept As A Learner Scale
4) The Wide Range Achievement Test (or equivalent instrument).

The pretest results are required for student placement. At the time the child is exited from the project or at the end of the school year the posttests are administered following the same procedures as were followed for the pretest. Results of both administrations will be evaluated as follows:

1) A comparison of pre-post results within the project.
2) A comparison of pre-post results of the adoption school with the pre-post results from the validated project.

In addition, the post results of each student should be graphically presented on the Student Screening-Monitoring Profile, this information is then ready for future planning.